DIRECTORATE OF EDUCATION
GOVT. OF NCT OF DELHI

Support Material
(2015-2016)

CLASS : XI

SOCIOLOGY

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PREFACE

It gives me immense pleasure to present before you the subject-wise supporting material for the students of classes X, XI and XII, prepared by the teams of dedicated and industrious teachers from the Directorate of Education. The objective of this material is impart sufficient practice to the students and to enable them to think analytically and rationally.

I hope that the students will find this study material useful and it will help them achieve academic excellence. I also hope that teachers will guide and motivate the students to use this material in preparing for examinations.

I would like to appreciate the efforts of the teams of teachers and group leaders under the enlightened guidance of the Director (Education).

Wishing best of luck to all the students.

(PUNYA SÁLILA SRIVASTAVA)
PREFACE

The Directorate of Education prepares Support Material for different subjects indigenously. Every year, experienced and knowledgeable teachers revise and update the material for children.

Support material is a boon especially for those children who cannot purchase the costly but substandard ‘guides’ available in the market. Prepared in-house, the material is not only much better in quality, it is also provided to the students free of cost.

The material can serves as a very handy tool for revision. I call upon the teachers give their students sufficient practice in it.

I must share with the students that this material has the potential to enhance you performance and output, remarkably. So, please make it a habit to go through the text book first and then, practise from the Support Material.

I take this opportunity to thank all the learned teachers and HoSs who have contributed to the preparation/revision these works.

My best wishes!

(PADMINI SINGLA)
FOREWORD

I am delighted to present before you the latest issues of the support material for the students of classes X, XI and XII. During the last few years the content and quality of the support material has undergone subtle changes. Teams of subject experts have devoted their time, efforts and energy to prepare this material which facilitates the students while preparing for their exams. The material is updated according to the latest changes and improvements which have been carried out by the CBSE and NCERT.

I hope that our teachers will give sufficient practice to their students through this material which in turn will improve their creative and analytical skills.

I appreciate the hard work of all the teachers, group leaders and members of the Examination Branch whose efforts have materialized in the form of these books.

I wish you all the best.

Dr. Sunita S. Kaushik
Addl. Director of Education
(School and Exam)
# SUPPORT MATERIAL

## 2015-16

### CLASS-XI

### SUBJECT SOCIOLOGY

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SOCIOLOGY CLASS XI

COURSE STRUCTURE

Theory Paper
First Term (SA-I) 50 Marks  (weightage 50% = 25 Marks)
Second Term (SA-II) 80 Marks  (weightage 44% = 55 Marks)
Practical Examination 20 Marks  (weightage 100% = 20 Marks)

Total = 100 Marks

A. Book One (Introducing Sociology)
   1. Society, Sociology and relationship with other social sciences  6 Marks
   2. Basic Concepts  8 Marks
   3. Social Institutions  10 Marks
   4. Culture and Society  10 Marks
   5. Practical Sociology: Methods & Techniques: Evaluated through Practical

B. Book Two (Understanding Society)
   1. Structure, Process and stratification  10 Marks
   2. Social Change  10 Marks
   3. Environment and Society  10 Marks
   4. Western Social Thinkers  8 Marks
   5. Indian Sociologists  8 Marks

Practical Examination
A. Project (undertaken during the academic year at school level)  10 Marks
   1. Statement of the purpose  2 Marks
   2. Methodology/Technique  2 Marks
   3. Conclusion  3 Marks
B. Viva - based on the project work  2 Marks
C. Research design  8 Marks
   1. Overall format  1 Marks
   2. Research Question/Hypothesis  1 Marks
   3. Choice of technique  2 Marks
   4. Detailed procedure of implementation of technique  2 Marks
   5. Limitation of the above technique  2 Marks
A. INTRODUCING SOCIOLOGY

**Unit 1**: Society & Sociology and Relationship with other social sciences
Introducing Society: Individuals and collectivities. Plural Perspectives
Introducing Sociology: Emergence. Nature & Scope. Relationship to other disciplines

**Unit 2**: Basic Concepts
Social Groups
Status and Role
Social Stratification
Social control

**Unit 3**: Social Institutions
Family and Kingship
Political and Economic Institutions
Religion as a social Institution
Education as a Social Institution

**Unit 4**: Culture and Society
Culture Values and Norms: Shared, Plural, Contested
Socialization: Conformity, Conflict and the shaping of Personality

**Unit 5**: Practical sociology: Methods & Techniques
Tools and Techniques: Observation, Survey, Interview
The Significance of Field works in Sociology
B. UNDERSTANDING SOCIETY

Unit 6: structure, Process and Stratification
Social Structure
Social Processes: Cooperation, Competition, Conflict
Social stratification: class, Caste, Race and Gender

Unit 7: Social Change
Social Change: Types and Dimensions; Causes and Consequences.
Social Order: domination, Authority & Law; Contestation, Crime & Violence
Village, Town & city: Changes in Rural & Urban Society

Unit 8: Environment and Society
Ecology and Society
Environmental Crises and Social Responses

Unit 9: Western Social Thinkers
Karl Marx on Class conflict
Emile Durkheim on Division of Labour
Max Weber on Bureaucracy

Unit 10: Indian Sociologists
G. S. Ghurye on Race and Caste
D. P. Mukerji on Tradition and Change
A. R. Desai on the State
M. N. Srinivas on the Village
POUNTS TO REMEMBER

- Sociology studies human society as an interconnected whole and how society and the individual interact with each other.

- The social esteem for an individual depends on the culture of his/her 'relevant society'.

- Individual in modern times belongs to more than one society.

- Sociology is a systematic and scientific study of society, distinct from philosophical and religious, reflection as well as our everyday common sense observation about society.

- Distinct way of studying society can be better understood when we look back historically at the intellectual ideas and material contexts within which sociology was born and later grew.

- Global aspect and the manner in which sociology emerged in India is of great significance.

Introducing Sociology

- Sociology is the study of human social life, groups and societies. Its subject matter is our own behaviour as social being.
Its concern is with the way norms and values function in actual societies.

Empirical study of societies involve observation and to collect findings.

Sociology has from its beginning understood itself as a science. Sociology is bound by scientific cannons of procedure. Statements that the sociologist arrive at must be arrived at through the observations of certain rules of evidence that allow others to check or to repeat to develop his/her findings.

Pluralities and Inequalities among Societies

In the contemporary world, we belong to more than one society.

When amidst foreigners reference to ‘our society’ may mean ‘Indian society’, but when amongst fellow Indians we may use the term ‘our society’ to denote a linguistic of ethnic community, a religious or caste or tribal society.

Inequality is central to differences among societies.

Some Indians are rich, others are not.

Some are educated, others are illiterate, some have great opportunities for advancement in life; others lack them altogether.

The Intellectual Ideas that went to the making of Sociology

Influenced by scientific theories of natural evolution and findings about pre-modem societies made by early travellers, colonial administrators, sociologists and social anthropologists sought to categorise societies into types and to distinguish stages in social development.

Auguste Comte, Karl Marx and Herbert Spencer made efforts to classify different types of societies.

(i) Pre-modern societies such as hunters and gatherers.

(ii) Modern societies such as industrialised societies.

Darwin’s ideas about organic evolution were a dominant influence on early sociological thought.

The Enlightenment, an European intellectual movement of the late 17th and 18th century emphasised reason and individualism.
Thinkers of the early modern era were convinced that progress in knowledge promised the solution to all social ills. Auguste Comte, the French scholar (1789-1857), founder of sociology believed that sociology contributed to the welfare of humanity.

The material issues that went into the making of Sociology

- The industrial revolution was based upon a new dynamic form of economic activity-capitalism.
- Capitalism involved new attitudes and institutions.
- Entrepreneurs engaged in the sustained, systematic pursuit of profit.
- The markets acted as the key instrument of productive life: goods, services and labour became commodities.
- It led to degradation of labour, the wrenching of work from the protective contexts of the guild, village and family.
- Urban centres expanded and grew.
- The industrial cities gave birth to completely new kind of urban world.
- Marked by the soot and grime of factories, by over crowded slums of the new industrial working class, bad sanitation and general squalor.
- Also marked by new kinds of social interactions.
- The factory and its mechanical division of labour were seen as a deliberate attempt to destroy the peasant, the artisan, as well as family and local community.
- Another indicator of the emergence of modern societies was the new significance of clock-time as a basis of social organisation.
- Labour increasingly came to be set by the clock and calendar.
- Work-rhythms were set such as the period of daylight, break between tasks.
- Factory production implied the synchronisation of labour.
- Time is now money, it is not passed but spent.
Sociology and its relationship with other social sciences.

- The scope of sociological study is extremely wide. It can focus its analysis of interactions between individuals and examine global social processes.

- Sociology is one of a group of social sciences which also includes anthropology, economics, political science and history. All share a certain range of common interests, concepts and methods.

- To differentiate the social sciences would be to exaggerate the differences and gloss over the similarities.

- There is a greater need of interdisciplinary approach.

A. Sociology and Economics

- Economics is the study of production and distribution of goods and services.

- The sociological approach looks at economic behaviour in a broader content of social norms, values, practices and interests.

- The large investment in the advertisement industry is directly linked to the need to reshape lifestyles and consumption patterns.

- Trends within economics such as feminist economics seek to broaden the focus, drawing in gender as a central organising principle of society.

- Economists known for the precision of their terminology and exactness of their measures.

- Sociology encourages questioning and critical perspective thereby facilitates discussion.

- Recent trends have seen a resurgence of economic sociology because of its wider and critical perspective.

B. Sociology and Political Science

- Sociology is devoted to the study of all aspects of society. Sociology stresses the inter-relationships between sets of institutions including government where as political science tends to turn attention towards the processes within the government.

- Sociology long shared similar interests of research with political science.
• Studies have also been conducted in membership of political organisations, process of decision making in organisations, sociological reason for support of political parties, the role of gender in politics etc.

C. Sociology and History
• History studies concrete details while the sociologist moves to abstract from concrete reality, categorise and generalize.
• Historians today are equally involved in doing sociological methods and concepts in their analysis.
• History is more sociological as it looks at social patterns, gender relations, mores, customs and other important institutions.

D. Sociology and Psychology
• Psychology is defined as the science of individual behaviour.
• Social psychology serves as a bridge between psychology and sociology and concerns itself in which the individual behaves in social groups, collectively with other individuals.
• Sociology attempts to understand behaviour as it is organized in society, that is the way in which personality is shaped by different aspects of society.

2 MARKS QUESTIONS
1. What do you understand by the term ‘society’?
2. Who is regarded as the father of sociology?
3. What is Sociology?
4. Mention the inequalities that exists in Indian society?
5. What do you understand by the term ‘capitalism’?
6. What is meant by empirical investigation?
7. List any two consequences of urbanisation?
8. Differentiate between micro and macro sociology?
4 MARKS QUESTIONS

1. Explain the main characteristics of society.

2. What do you know about the emergence of sociology in India?

3. Bring out the relationship between sociology and history.

4. Discuss the changes that occurred in society due to industrialisation.

5. What were the reasons for the critical condition of Indian craftsmen during colonialism?

6 MARKS QUESTIONS

1. Explain the relationship between sociology and other social sciences?

2. Describe the material issues that contributed to the making of sociology.

3. Trace the growth of sociology in India.

4. How is sociological knowledge different from common sense observations? Explain with suitable example.

HOTS

Higher Order Thinking Skills (HOTS)

1. In the modern society “the clock injected a new urgency to work”. Do you agree with the statement Explain giving examples.

VALUE BASED QUESTION

Do you think inequality is central to differences among societies - Elaborate in context to Indian Societies.
CHAPTER 2

TERMS, CONCEPTS AND THEIR USE IN SOCIOLOGY

POINTS TO REMEMBER

- Social group refers to a collection of continuously interacting persons who share common interest; culture, values and norms within a given society.

- Characteristics of social group
  (a) persistent interaction to provide continuity
  (b) a stable pattern of these interactions
  (c) a sense of belonging
  (d) shared interest
  (e) acceptance of common norms and values
  (f) a definable structure

- Types of social group
  (1) Primary and secondary group
  (2) In group and out group
  (3) Community and society or association
  (4) Reference group
  (5) Peer group
- Primary group refers to small group of people connected by intimate and face-to-face association and co-operation. For e.g. family, village and groups.

- Secondary group is the group in which there is lack of intimacy, e.g., different political group, economic association etc.

- **Characteristics of primary group:**
  1. Small size of group
  2. Physical proximity
  3. Continuity and stability of relationship
  4. General responsibility
  5. Common-aim

- **Characteristics of secondary group:**
  1. Large size
  2. Indirect relationship
  3. Fulfilment of special interest
  4. Limited responsibility
  5. Impersonal relationship

- **Difference between ingroup and outgroup:**
  1. “We feeling” exists. (1) Lack of “We feeling”.
  2. Face to face relationship. (2) Far relationship.
  3. Feeling of sacrifice and cooperation among members. (3) Lack of feeling of sacrifice and cooperation among members.

- **Reference groups:**

  There always exists a group which acts as a model for the individual or any group. This model group is treated as reference group. For instance
a person/individual copies or emulates the life style of any film actor or artist. Aggregates are collections of people who are in the same place at the same time but share no definite connection with one another. Eg. Passengers, at an airport or bus stop. These are often termed ‘quasi groups’

- **Peer groups**:

Peer group is a sort of primary group where members have come together to pursue a similar activity. Peer groups are usually of the same age. Classmates in a school, colleagues at office or co-participants in the aerobics classes are all examples of peer groups. Community refers to human relationships that are highly personal, intimate and enduring. For eg. Family, real friends etc.

Society or association refers to everything opposite of community. It is impersonal, superficial and transitory relationships of modern, urban life

Eg: Commerce and industry set-up.

**Social Stratification**

Social stratification refers to the existence of structured inequalities between groups in society, in terms of their access to material or symbolic rewards.

Four basic systems of stratification have existed in human societies - slavery, caste, class and estate.

**Caste**

- In a caste, stratification system an individual's position totally depends on the status attributes ascribed by birth rather than achieved.

- Each position in the caste structure is defined in terms of its purity or pollution relative to others. The Brahmin priestly castes, are superior to all others and the Panchamas.

- The traditional system is generally conceptualised in terms of the four fold varna of Brahmins, Kshatriyas, Vaishyas and Shudras. There are innumerable occupation based caste groups, called jatis. The caste system in India has undergone considerable changes.
- **Stratification on the basis of class:**

  (1) Stratification on the basis of class is not dependent on birth, but it depends on profession, ability, skill, education, science etc.

  (2) Class is an open institution.

  (3) An individual can change his/her class and can acquire high status in social stratification.

  (4) Kinds of class: Higher class, Middle class, Lower class, Agricultural class.

- **Difference between Caste and Class:**

<table>
<thead>
<tr>
<th>Caste</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) It depends on birth.</td>
<td>(1) It depends on social circumstances.</td>
</tr>
<tr>
<td>(2) It is closed group.</td>
<td>(2) Class is an open system.</td>
</tr>
<tr>
<td>(3) There is rigid rules regarding marriage, eating-habits, etc.</td>
<td>(3) Class has no rigidity</td>
</tr>
<tr>
<td>(4) Caste system is a permanent/stable organisation.</td>
<td>(4) It is less stable than caste system.</td>
</tr>
<tr>
<td>(5) It is not prodemocracy</td>
<td>(5) It is not an obstacle for democracy and nationalism.</td>
</tr>
</tbody>
</table>

**STATUS & ROLE**

- **Status** refers to the social position with defined rights and duties.

  (1) Ascribed status depends on birth and it is granted without any struggle.

  Following are the bases of ascribed status:

  - Caste
  - Kinship
- Birth
- Race
- Age

(2) **Achieved Status**

The posts or levels/places achieved by the person on the basis of personal merits or qualifications is called achieved status.

Bases of achieved status:
- Education
- Training
- Wealth
- Occupation
- Political authority

- Status and prestige are interconnected. Every status is accorded certain rights and values. Values are attached to the social position e.g., the prestige of a doctor may be higher in comparison to a shopkeeper.

- **Role**: This is performed according to status.

- **Role conflict**: When a person has many role-sets, performance of one role may be in conflict with another role. This situation is called as role-conflict. For instance, a teacher on invigilation duty might find the son of a friend cheating. Role stereotyping is a process of reinforcing. Some specific role for some member of the society. For eg. men and women are often socialised in stereotypical roles as a bread winner and home maker respectively.

**Social Control**

- It refers to the various means used by a society to bring its unruly members back into line.

- **Social control**: Social control is considered essential because its main objective is to maintain balance in social system and to develop cooperative attitude in the individuals.
• **Importance of the need of social control:**

   (1) To establish social order
   (2) To control human behaviour
   (3) To protect original elements of culture
   (4) Social security
   (5) Unity in the group

• **Types of Social Control:**

   (1) **Formal Social Control:**
   It includes control by state, law, police, bureaucracy, army, political power, education etc. The state exercises legal power to control the individual and group behaviour. It should be codified and systematic.

   (2) **Informal Social Control:**
   It includes control by religion, custom, tradition, mores, convention etc.

2 MARKS QUESTIONS

1. What is a group?
2. What is reference group?
3. What do you understand by ‘role’?
4. Express two differences between ‘ascribed’ and ‘achieved’ status
5. Define primary group.
6. Describe/Write any two differences between ingroup and outgroup.
7. What do you understand by community?
8. What is peer group?
9. What do you mean by social stratification?
10. Define social control.
11. What do you understand by caste based stratification?

12. Describe two bases of changing norms of caste system.

13. Write down the two bases of class stratification.

14. What do you understand by role-conflict?

4 MARKS QUESTIONS

1. Explain the meaning social status and write its two forms.
2. What is secondary group? Give its any two characteristics.
3. Describe the characteristics of social group.
4. Discuss the characteristics of social stratification.
5. Distinguish between caste and class.
6. Write down the importance of social control.
7. Discuss the types of social control with examples.
8. Explain the role stereotyping with examples.
9. What is achieved status? State its two bases with examples.

6 MARKS QUESTIONS

1. “Caste is a closed stratification while class is an open stratification”, explain the statement.
2. “Status and prestige are interconnected terms”, explain the statement.
3. What do you mean by role taking and role expectation with reference to roles?

HIGHER ORDER THINKING SKILLS

(1) Do you think that honour killings should be a way of social control in modern India - Justify your answer.
VALUE BASED QUESTIONS

(1) Do you think in contemporary times working class women face role conflicts? Give examples to support your answer.

(2) Do you think peer groups can act as an influencing factor in a person's life both positively and negatively? Give examples.
CHAPTER 3
UNDERSTANDING SOCIAL INSTITUTIONS

POINTS TO REMEMBER

- Social institutions are a complex set of social norms, beliefs, values and role relationship that arise in response to the needs of the society.

- The important social institutions are:
  (a) family, marriage and kinship (informal)
  (b) law, education, etc. (formal)

- Family is a group of persons directly linked by kin connections, the adult members of which assume responsibility of caring for children. Diverse family forms are found in different societies.
  (a) Rule of residence a matrilocal and patrilocal
  (b) Authority and dominance a patriarchal and matriarchal
  (c) Descent and inheritance a patrilineal and matrilineal.

  Family of orientation (family of birth) and family of procreation - (the family in which person is married)

- Kinship ties are connections between individuals, established either through marriage or through blood.
  - Kin who are related through 'blood' are called consanguinal kin.
  - Kin who are related through marriage are called affines.

- Marriage is a socially acknowledged and approved sexual union between two adult individuals.
Different forms of marriage

- **Monogamy**
  - (restricts the individual to one spouse at a time)

- **Polygamy**
  - (marriage to more than one mate at one time)

  - **Polygyny**
    - (one husband with two or more wives)
  
  - **Polyandry**
    - (one wife with two or more husbands)

**Rules of marriage:**

- **Endogamy** - marriage within a culturally defined group.
- **Exogamy** - requires the individual to marry outside of his/her own group.

**Work** can be defined as the carrying out of tasks requiring the expenditure of mental and physical effort, which has as its objective - the production of goods and services that cater to human needs.

**Characteristics of economic system of modern society**

(a) highly complex division of labour.

(b) Trained people perform specialised task and receive a wage for this work.

(c) Managers supervise the work to enhance worker’s productivity and discipline.

(d) Shift in the location of work.

(e) Advances in industrial technology.

(f) Factories owned by capitalist entrepreneurs.

(g) Enormous expansion of economic interdependence.

**Transformation of work:**

(a) Industrial processes were broken down into simple operations.

(b) Mass production demands mass markets.
(c) Significant innovation was the construction of a moving assembly line.

(d) Flexible production and decentralisation of work.

- **Political institutions** are concerned with the distribution of power in society.

- Two important aspects of political institutions are
  
  (a) Power - The ability of individuals or groups to carry out their will even when opposed by others.

  (b) Authority - Power is exercised through authority. Authority is that form of power which is accepted as legitimate.

- Modern states are defined by sovereignty, citizenship and the ideas of nationalism.

  **Sovereignty** - The undisputed political rule of a state over a given territorial area.

  **Citizenship rights includes:**

  (i) Civil rights - freedom of speech and religion etc.

  (ii) Political rights - right to participate in election etc.

  (iii) Social rights - health benefit, social and welfare rights.

- **Religion** refers to unified system of belief and practices related to supernatural power.

- Common characteristics shared by all religions are:

  (i) Set of symbols, invoking feelings of respect.

  (ii) Rituals or ceremonies.

  (iii) A community of believers.

- Rituals associated with religion are very diverse.

- **Sociology and Religion**

  - Religion has a very close relationship with power and politics.
- Views of classical sociologists, Max Weber, Calvin demonstrate how sociology looks at religion.

- Social forces always and invariably influence religious institutions. Conversely, religious norms influence social understanding.

- **Education** is a life long process involving both formal and informal institutions of learning.

- Education functions as a stratifying agent
  - (a) different kinds of schools depending on our socio-economic background.
  - (b) Intensifies the existing divide between the elite and the masses.

- Children going to privileged schools learn to be confident as compared to the deprived ones.

- Children who cannot attend school or drop out.

- Gender and caste discrimination impinges upon the chances of education.

### 2 MARKS QUESTIONS

1. What do you understand by the term social institutions?
2. Cite examples of formal and informal social institutions?
3. What is family?
4. What is marriage?
5. Differentiate between monogamy and polygamy forms of marriage?
6. Give the meaning of the term ‘kinship’?
7. Who are consanguinal kins?
8. What is affines?
9. What do you understand by ‘work’?
10. Give the meaning of the term ‘decentralisation of work’.
11. What is a political institution?
12. What do you understand by the term nationalism?
13. What is sovereignty?
14. What do you mean by ‘stateless societies’? Do they exist?
15. State the characteristics that all religions share?

4 MARKS QUESTIONS

1. Explain functionalist and conflict views to understand social institutions.
2. Family and kinship have undergone a change due to economic processes. Discuss with examples.
3. Explain female headed households with suitable example.
4. Explain the rules related to marriage.
5. Distinguish between polyandry and polygyny?
6. Write a note on diverse family forms that exist in different societies.
7. Census reveals family is gendered in India. Explain.
8. Power is exercised through authority. Discuss.
9. Citizenship rights include civil, political and social. Discuss.
10. Sociological study of religion is different from theological study of religion. Explain.
11. Rituals associated with religion are very diverse. Explain.
12. Highlight the importance of religion in society.
13. Highlight the views of different sociologist religion.

6 MARKS QUESTIONS

1. Marriage is a social institution. Elaborate.
2. Highlight the distinctive characteristics of the economic system of modern societies.
3. Elaborate on the concept of state.
4. Education is a life long process. Discuss.

**Higher Order Thinking Skill**

(1) Enumerate the different factors that give rise to female headed households in the rural areas.

**Value based question**

(1) Do you feel that the preference for son exists in the modern Indian Society? What may be the possible reasons for the same.

(2) Despite women emancipation programs women are inadequately represented in every sphere of life. Do you think 33% reservation for women in parliament will make a difference in the future?
CHAPTER 4

CULTURE AND SOCIALISATION

POINTS TO REMEMBER

- Culture is learnt and developed through social interaction with others in society.

- According to Tylor - “Culture is that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society.”

- Culture is
  
  (i) a way of thinking, feeling, believing.

  (ii) total way of life of people.

  (iii) an abstraction from behaviour.

  (iv) learnt behaviour.

  (v) a storehouse of pooled learning

  (vi) social legacy the individual acquires from his group.

  (vii) set of standardised orientations to recurrent problems.

  (viii) normative regulation of behaviour.

- Emergence of diverse ways of life or culture is because of different settings.

- Having access to modern science and technology does not make modern cultures superior to the tribal cultures.
Dimensions of culture

(i) **Cognitive aspect of culture**: refers to understanding, how we make sense of all the information coming to us from our environment.

(ii) **Normative aspects**: consists of folkways, mores, customs, conventions and laws. There are values that guide social behaviour in different contexts. Social norms are accompanied by sanctions that promote conformity.

(iii) **Material aspects of culture**: refers to tools, technologies, machines, buildings and modes of transportation as well as instruments of production and communication.

There are two principal dimensions of culture:

(a) Material dimension is crucial to increase production and enhance the quality of life.

(b) Non-material: Cognitive and normative aspects are non-material.
   - For integrated functioning of a culture the material and non-material dimensions must work together.
   - Material dimensions change rapidly, the non-material aspects lag behind in terms of values and norms which is called Cultural Lag.

• Difference between law and norms

   (i) Norms are implicit rules, laws are explicit rules.

   (ii) Law is a formal sanction defined by government as a rule.

   (iii) Laws are applicable to the whole society and violation of the law attracts penalties and punishment.

   (iv) Laws are universally accepted while norms vary according to status.

• Identities are not inherited but fashioned both by the individual and the group through their relationship with others.

• Every person in modern society plays multiple roles.
In a culture, there are many sub-cultures, for e.g. elite, working class youth.

**Sub cultures** are marked by style, taste and association.

**Ethnocentrism**: is the application of one’s own cultural values in evaluating the behaviour and beliefs of people from other cultures. Ethnocentrism is the opposite of cosmopolitanism, which values other cultures for their difference.

- Cosmopolitanism celebrates and accommodates different cultural propensities within its fold and promotes cultural exchange.
- A modern society appreciates cultural difference.
- In a global world, communication is shrinking distances between cultures.
- Cosmopolitan outlook allows diverse influences to enrich one’s own culture.

Cultural change is the way in which societies change their patterns of culture.

Sources of change can be internal and external.

(a) **Internal**: New methods of farming boosting agricultural production.

(b) **External**: Intervention in the form of conquest or colonisation.

Cultural change can occur through changes in the natural environment, contact with other cultures or processes of adaptation.

Culture is also transformed by revolutionary change

Radical changes can be initiated through political intervention, technological innovation or ecological transformation, for e.g. French Revolution abolishing monarchy, expansion of media both print and electronic.

**Socialisation**

- A process by which we learn and internalise socially acceptable behaviour.
- It is a life long process.
• Primary and secondary socialisation.
• Every individual performs multiple roles simultaneously. The process of learning the norms, attitudes, values or behavioural patterns of different groups begin early in life and continues throughout one’s life.
• Norms and values may differ within a society in different families belonging to different castes, regions, social classes etc.

Agencies of Socialisation

• A child is socialised by several agencies and institutions.

  (a) Family
  
  **Nuclear family**: parents are the key socialising agents.
  
  **Joint & extended family**: grandparents, parents, uncle, cousin plays significant role in socialisation.

  • children pick up ways of behaviour characteristics of their parents or others in their neighbourhood or community.
  
  • diversity of socialising agencies leads to many differences between the outlooks of children, adolescents and parental generation.

  (b) Peer groups

  • are friendship groups of children of a similar age.
  
  • In small and traditional societies, peer groups are formalised as age-grades
  
  • In a peergroup, a child discovers a different kind of interaction within which rules of behaviour can be tested out and explored.
  
  • peer relationships remain important throughout a person’s life.
  
  • shape individual’s attitudes and behaviour.

  (c) Schools

  • Schooling is a formal process.
  
  • There is both a formal curriculum and a hidden curriculum.

  (d) Mass Media
• An essential part of our everyday lives.
• Both electronic and print medias are of great importance.
• Disseminates information and also influences people by giving exposure to areas of experience distant from one’s own.

(e) Other socialising agencies

• Work is, in all cultures, an important setting within which socialisation processes operate.
• Religion, social caste/class etc.

2 MARKS QUESTIONS

1. What do you understand by the term culture?
2. Differentiate between material and non-material culture?
3. What do you understand by sub-culture?
4. What do you mean by cultural change?
5. Give the meaning of the term socialisation.
6. What do you understand by cultural evolution?
7. Name the three dimensions of culture?
8. What are norms?
9. What do you understand by the term cultural lag?
10. What is ethnocentrism?

4 MARKS QUESTIONS

1. Explain the term ‘culture’.
2. Describe the cognitive and normative dimensions of culture?
3. Explain the material aspects of culture.
4. ‘Ethnocentrism is opposite of cosmopolitanism’. Discuss.
5. Explain the stages of socialisation.

6. Differentiate between law and norm.

7. Explain the concept of revolutionary change with suitable examples.

6 MARKS QUESTIONS

1. Explain the concept of different cultures in diverse settings.

2. Explain the various dimensions of culture.

3. Identities are not inherited but fashioned both by the individual and the group. Discuss.

4. Describe briefly the various agencies of socialisation.

HIGHER ORDER THINKING SKILL (HOTS)

(1) Is mass media playing its role as an agency of socialisation especially for teenagers? Do you think there may be a negative influence on the younger generation. Justify your answer with suitable examples.

VALUE BASED QUESTION

(1) Do you think there is a distinct gender bias between the socialisation of boys and girls in India? Give example to support your answer.

(2) Do you feel students learn more from the hidden curriculum of school rather than from the formal curriculum? Explain.
The term social structure points to the fact that society is structured, organised in a particular way.

There are regularities, patterns in how people behave and in the relationships they have with one another.

According to Durkheim, social structure constrains our activities to constructed frameworks and patterns of organisation and directs our behaviour.

Social stratification refers to the existence of structural inequalities between groups in society, in terms of their access to material or symbolic rewards.

Modern societies are often marked by wide difference in wealth and power.

Social stratification indicates patterns of inequality. People with superior position have certain privileges.
Three basic forms of advantage enjoyed by privileged groups are:

(i) **Life chances**: Material advantages which improve the quality of life. It includes both economic and other benefits.

(ii) **Social status**: Prestige or high standing in the eyes of other members of the society.

(iii) **Political influence**: Ability of one group to dominate others.

**Understanding social processes in Sociology**

According to functionalist perspective (Marx and Durkheim) human beings have to cooperate to meet their basic needs, to produce and to reproduce themselves and their world.

- Concerned with functional requisites and pre-requisites necessary for the system’s existence.
  
  (i) the socialisation of new members.
  
  (ii) a shared system of communication.
  
  (iii) methods of assigning individuals to roles.

- Different parts of the society have a function or role to play for the maintenance and functioning of the whole society.

The conflict perspective emphasised that groups and individuals are placed differently and unequally within the system of production relations.

- Societies are divided by castes or class or patriarch or some groups are disadvantaged or discriminated against.

- Co-operation, competition and conflict are universal features of all societies.

- Relationship between cooperation, competition and conflict is often complex and not easily separated.

**Cooperation and Division of Labour**

- The role of division of labour implies cooperation to fulfill certain needs of society.

- Durkheim distinguished between mechanical and organic solidarity.
• Traditional cultures with a low division of labour are characterised by mechanical solidarity. Because most members are occupied in similar occupation, they are bound together by common experience and shared beliefs.

• Societies characterised by organic solidarity are held together by people’s economic interdependence and a recognition of the importance of other’s contributions. Relationships of economic reciprocity and mutual dependency come to replace shared beliefs in creating social consensus.

• This leads to alienation. It refers to the loss of control on the part of workers over the nature of the labour task, and over the products of their labour.

**Competition as an Idea and Practice**

• In the contemporary world, competition is the dominant norm and practice.

• Modern capitalist society lays stress on greater efficiency and greater profit maximisation.

• The following are the underlying assumptions of capitalism:
  
  (a) expansion of trade
  (b) division of labour
  (c) specialisation
  (d) rising productivity

• The ideology of competition is the dominant ideology of capitalism.

• Competition along with the laissez-fair economy in the 19th century has made important contribution in promoting economic growth.

**Conflict and Cooperation**

• The term conflict implies clash of interests.

• Scarcity of resources in society produces conflict as groups struggle to gain access to and control over these resources.

• The bases of conflict vary. It could be class or caste, tribe or gender, ethnicity.
Conflicts change in nature and form at different stages of social development.

Social change and greater assertion of democratic rights by disadvantaged and discriminated groups made the conflict more visible.

Conflict appears as a discord or overt clash only when it is openly expressed.

There exists a relationship between conflict, involuntary cooperation and resistance.

2 MARKS QUESTIONS

1. What is social stratification?
2. Give the meaning of the term ‘alienation’.
3. What do you understand by the term ‘social structure’?
4. Name the scholars associated with functionalist and conflict perspective.
5. What do you understand by ‘division of labour’?
6. What do you understand by the term ‘conflict’?

4 MARKS QUESTIONS

1. What are Karl Marx’s views on cooperation?
2. Distinguish between mechanical and organic solidarity.
3. What are the three basic forms of advantage which privileged groups enjoy?
4. Explain with a suitable example the concept of overt conflict.

6 MARKS QUESTIONS

1. Explain the two perspectives of understanding social processes in sociology.
2. The ideology of cooperation is the dominant ideology in capitalism. Comment.
3. Explain with suitable examples the relationship between conflict, involuntary cooperation and resistance.

Higher Order Thinking Skills

(1) Is competition a necessary component for the progress of mankind? Discuss.

Value based question

(1) Do you think generation gap exists and does it give rise to conflicting situations - Elaborate

(2) Alienation exists in modern societies all over the world - Do you think it brings about a sense of separation and affects the well being of the individual.
CHAPTER 2

SOCIAL CHANGE AND SOCIAL ORDER IN RURAL AND URBAN SOCIETY

POINTS TO REMEMBER

- Social change refers to changes in structure and culture of the society.
- Changes can be both intensive and extensive.
- Darwin proposed the theory of evolution and emphasized on the ‘survival of the fittest’.
- Darwin's theory of evolution has been adapted to the social world and termed as ‘Social Darwinism’, a theory that emphasised the importance of adaptive change.
- In contrast to evolution revolutionary change is quick, sudden and overthrows the existing system. Example French Revolution.
- Changes in values and beliefs can also lead to social change.

Causes of Social change

- Internal (endogenous)
- External (exogenous)
- Five broad types of sources or causes of social change: Change are environmental, technological, economic, political and cultural.
(b) **Technology and Economy**: Technology along with economic change has been responsible for immense social changes, for e.g., Industrial revolution.

(c) **Politics**: Political forces have been the most important causes of social change, for e.g., history of warfare.
   - India’s struggle for independence.
   - Nepal’s rejections of monarchy.
   - Biggest political change in history: universal adult franchise.

(d) **Culture**: Ideas, values, beliefs are important in shaping people’s life. Changes in their beliefs help to transform society.
   - Women’s struggle for equality.

- No single factor can account for social change. Causes of social change are often inter-related. Pace of change in modern and contemporary times is much faster than before.
- **Social Order**: refers to active maintenance and reproduction of particular pattern of social relations and of values and norms.
- **Ways of achieving order**:
  - When people spontaneously wish to abide by a set of rules and norms.
  - When people are compelled in various ways to obey norms.

- **Authority**: is defined by Max Weber as legitimate power - that is, power considered to be justified or proper, e.g. authority of a teacher, a police officer, etc.

- **Law**: is an explicitly codified norm or rule. It is usually written down, and there are laws that specify how laws are to be made or changed. Laws apply to all citizens of a country.

- **Contestation**: refers to broad forms of insistent disagreement. It includes dissent or protest against laws or lawful authorities.

- **Crime**: is an act that violates an existing law. The moral worth of the act is not determined solely by the fact that it violates existing law. If the
existing law is believed to be unjust, e.g. a person may claim to be breaking it for highest moral reason, e.g. when Mahatama Gandhi broke the salt law, he was committing a crime.

- **Violence**: is the enemy of social order, and an extreme form of contestation that transgresses not only the law, but important social norms. Violence in society is the product of social tensions. It is also a challenge to the authority of the state.

- **Social Order and Social Change in Villages, Town and City**:
  - Villages emerged as part of the major changes in social structure brought about by the transition from nomadic ways of life based on hunting, gathering food and transient agriculture to a more settled form of life.
  - Investment in land and technological innovations in agriculture created the possibility of producing surplus.
  - Advanced division of labour created the need for occupational specialisation.

All these changes together shaped the emergence of the village as a population settlement based on a particular form of social organisation.

- **Distinction between villages and cities**:
  - **Villages**: significant proportion of its population is involved in agricultural activities, low density of population as compared to cities and towns.
  - **City**: Majority of people engaged in non-agricultural pursuits. Population density i.e. (the number of persons per unit over, such as square km) is higher than villages.

- **Social Order and Social Change in Rural Areas**:
  - Change is slower to arrive in villages than in towns because of personalised relationships and as traditional social practices are stronger.
  - New modes of communication has accelerated the pace of change in villages.
  - Land reforms have altered the structure of land ownership.
- Changes in the technological organisation of agriculture also has a large and immediate impact on rural society.

- Sudden fluctuations in agricultural prices, droughts or floods can cause havoc in rural society.

- Large scale development programmes aimed at the rural people can also have an enormous impact e.g. National Rural Employment Guarantee Act of 2005.

● Social Order and Social Change in Urban Areas:

- Urbanism as a way of life for large segments of the population is a modern phenomenon.

- City life and modernity go very well together.

- City fosters the development of group identities, based on factors like race, religion, ethnicity etc.

- High population density places a great premium on SPACE and creates very complex problems of logistics.

- City life presents formidable challenges of planning, implementation and maintenance.

- Shortage of housing for the poor leads to homelessness and the phenomenon of ‘street people’. It is also the leading cause for the emergence of slums.

- Where and how people live in cities is based on socio-cultural identities. Creation of ghettos through the conversion of mixed composition neighbourhoods into single community neighbourhoods (ghettosiation) is common in cities all over the world.

- City centres are experiencing a revival in many major western cities as attempts are made to regenerate community life. A related phenomenon ‘gentrification’ which refers to the conversion of a previously lower class neighbourhood into a middle and upper class one.

- Changes in modes of mass transport may also bring about significant social change in cities.
2 MARKS QUESTIONS

1. What do you understand by the term social change?
2. What are the sources of social change?
3. Give the meaning of the term evolution.
4. Who proposed the theory of ‘survival of the fittest’?
5. What is revolutionary change?
6. Give any two examples of revolutionary change.
7. Give examples of technological revolution.
8. What is cultural change?
9. What do you understand by ‘universal adult franchise’?
10. What is social order?
11. What are laws?
12. Give the meaning of the term ‘gentrification’.
13. What is counter-culture?
14. What do you understand by the term ‘legitimation’?
15. What do you understand by the term ‘ghettosiation’?

4 MARKS QUESTIONS

1. Distinguish between evolutionary and revolutionary forms of social change.
2. Nature, ecology and physical environment has significant influence on the structure and shape of society. Discuss.
3. Explain how Social order is maintained.
4. Give the distinction between village, town and city.
5. ‘Authority is defined by legitimate power.’ Explain.
6. Explain dominant castes with examples.
7. How do changes in values and beliefs lead to social change?
8. What is the role of politics in bringing about social change?

**6 MARKS QUESTIONS**

1. Briefly explain the causes of social change.
2. How is authority related to domination and the law?
3. Discuss social order and social change in rural areas.
4. What are the challenges to social order in urban areas?

**HIGHER ORDER THINKING SKILLS**

(1) Are gated communities a common feature of urban areas - Comment.

**VALUE BASED QUESTION**

(1) After a natural disaster the people who are the survivors fall prey to human trafficking. Do you think it brings about social change in the fabric of the society.

(2) “Is Contestation positive or negative ?” - Comment with examples.
POINTS TO REMEMBER

- The term **Ecology** denotes the web of physical and biological systems and processes of which humans are one element.

- Ecology has been modified by **HUMAN ACTION** - aridity or flood proneness is often produced by human intervention.

- **Social Environments** emerge from the interaction between biophysical ecology and human interventions. This is a two-way process.

- The interaction between environment and society is shaped by social organisation e.g. if forests are owned by the government, it will have the power to decide whether it should lease them to timber companies or allow villagers to collect forests produce.

- Different relationships between environment and society also reflect different **social values and norms** as well as knowledge systems - the values underlying **CAPITALISM** have supported the **COMMODIFICATION** of nature, **socialistic values** of equality and justice have led to the seizure of lands from large landlords and their redistribution among landless peasants.

- There are different perspectives on the environment and its relationship to society.

- **Environmental management is a very difficult task.**
  - As not enough is known about biophysical processes to predict and control them.
- Human; relations with the environment have become increasingly complex.
- Spread of industrialisation, resource extraction has affected ecosystem in unprecedented ways.
- We live in risk societies, e.g. occurrence of nuclear disasters.

**Environmental problems and risks** There are many globally recognised environmental problems:

- **Resource depletion** : Using up non-renewable resources is one of the most serious problems.
- **Pollution** : There are many kinds of pollution - air pollution, indoor pollution through chimneys specially in rural households, noise pollution through vehicles and factories, water pollution, etc.
- **Global warming** : The release of particular gases (carbon-dioxide, methane and others) creates a 'green house' effect by trapping the sun’s heat and not allowing it to dissipate thus causing significant rise in global temperatures. China and India are increasingly significant contributors to world carbon and green house gas emissions.
- **Genetically modified organisms** : It is a new technique of gene splicing which allows scientists to import genes from one species into another, e.g. Bacillus Thuringiensis have been introduced into cotton species, making it resistant to the bollworm.
- **Natural and man-made environmental disasters**:
  - Natural disasters are those which occur naturally e.g. Tsunami.
  - Man-made disasters are generated by human intervention like Bhopal gas tragedy.

**Environmental problems are also social problems**

- Social status and power determine to what extent people can insulate themselves from environmental crises or overcome it.
- Securing the public interest e.g. construction of dams may actually serve the interests of particular politically and economically
powerful groups but hurt the interests of the poor and politically weak.

- **Environment-Society conflicts:**

  Different social groups stand in different relationships to the environment and approach it differently, e.g. A forest department geared to maximising revenues from supplying large volumes of bamboo to the paper industry will view and use forest very differently from an artisan who harvests bamboo to make baskets. Their varied interests and ideologies generate environmental conflicts.

  Thus environmental crises have their roots in social inequality.

### 2 MARKS QUESTIONS

1. What do you understand by ecology?
2. What is meant by social ecology?
3. What is global warming?
4. List the advantages of genetic modification.
5. Mention/List the consequences of global warming.
7. How is indoor pollution from cooking fires a serious source of risk for women in rural areas?
8. Which social institutions and organisations played a role in the industrial disaster of Bhopal?

### 4 MARKS QUESTIONS

1. Explain with examples how ecology has been modified by human action.
2. Social environments emerge from the interaction between biophysical ecology and human interventions. Explain.

   Or

   Explain how nature shapes society and society shapes nature.
3. How social organisations shape the relationship between environment and society?

4. Why environmental management is a very difficult/complex task?

5. How do different patterns of water use affect different social groups?

6 MARKS QUESTIONS

1. “Relationships between environment and society reflect different Social values and norms”. Justify the statement with examples.

2. Explain briefly the reasons for Bhopal Industrial disaster.

3. Explain the major environmental problems and risks.

4. Explain with examples why environmental problems are also social problems.

5. Describe some environment related conflicts.

HIGHER ORDER THINKING SKILLS

(1) We live in ‘risk societies’ - Discuss the statement with suitable examples.

VALUE BASED QUESTION

(1) Do you think building of dams is positive for everybody in that area or does it help to displace the local residents?

(2) The resources that we use or misuse today leaves the coming generations with nothing in their hands - Comment with regard to sustainable development.
CHAPTER 4

INTRODUCING WESTERN SOCIOLOGISTS

POINTS TO REMEMBER

- Three revolutions paved the way for the emergence of sociology:
  - the Enlightenment, or the scientific revolution
  - the French Revolution; and
  - the Industrial Revolution

- **The Enlightenment**

  During the late 17th and 18th centuries, Western Europe saw the emergence of radically new ways of thinking about the world. Referred to as *The Enlightenment*, these new policies established the human being at the centre of the universe, and rational thought as the central features of the human being.

  This means that the Enlightenment was made possible by, and in turn helped to develop, attitudes of mind that we refer today as secular, scientific and humanistic.

- **The French Revolution**

  - The French Revolution (1789) announced the arrival of political sovereignty at the level of individuals as well as nation-states.

  - The Declaration of Human Rights asserted the equality of all citizens and questioned the legitimacy of privileges inherited by birth.
- It signalled the emancipation of the individual from the oppressive rule of the religious and feudal institutions that dominated France before the Revolution.

- The ideas of the French Revolution - liberty, equality and fraternity - became the watchwords of the modern state.

- **The Industrial Revolution**
  
  - The foundations of modern industry were laid by the Industrial Revolution, which began in Britain in the late 18th and early 19th century.
  
  - It had two major aspects:
    - The first was the systematic application of science and technology to industrial production.
    - Secondly, it also evolved new ways of organising labour and markets on a scale larger than anything in the past.

  - Social changes due to Industrial Revolution:
    - The factories set up in urban areas were manned by workers who were uprooted from the rural areas and came to the cities in search of work.
    - Low wages at the factory meant that men, women and even children had to work long hours in hazardous circumstances to eke out a living.
    - Modern industry enabled the urban to dominate over the rural.
    - Modern forms of governance, with the state assuming control of general development created the demand for new kinds of knowledge.

- **Karl Marx**
  
  - Marx argued that human society had progressed through different stages. These were: primitive communism, slavery, feudalism and capitalism. He believed capitalism would give way to socialism.
  
  - Capitalist society was marked by an ever intensifying process of alienation operating at several levels.
  
  - But he believed that capitalism was nevertheless a necessary and progressive stage of human history because it created the
preconditions for an egalitarian future free from both exploitation, and poverty.

- Marx’s notion of the economy was based on the concept of a mode of production.

Productive forces refer to all the means or factors of production such as land, labour, technology and sources of energy.

- Marx placed great emphasis on economic structures and processes because he believed that they formed the foundations of every social system throughout human history.

- **Class Struggle**

  - As the mode of production changes, conflicts develop between different classes which result in struggles. Marx was a proponent of class struggle. He believed that class struggle was the major driving force of change in society.

  - In capitalism the bourgeoisie owned all means of production whereas, the working class lost all means of production that it owned in the past.

  - For conflict to occur it is necessary for the two classes to become subjectively conscious of their class interests and identities.

  - Such ‘class consciousness’ leads to class conflicts which can lead to the overthrow of a dominant or ruling class by the previously subordinated class - called a revolution.

- **Emile Durkheim**

  - According to Durkheim, the subject matter of sociology - the study of social fact-was different from the other sciences.

  - Like most of the natural sciences it was to be an empirical discipline.

  - Division of labour is the specialisation of work tasks, by means of which different occupations are combined within a production system.
- Classification of society:
  
  ◆ **Mechanical solidarity**
  
  According to Durkheim, traditional cultures have a low division of labour. People in this society are bound together by common experience and shared beliefs.

  ◆ **Organic solidarity**
  
  According to Durkheim, such societies are held together by people’s economic interdependence and a recognition of the importance of other’s contribution.

- **Max Weber**
  
  - Weber was among the first to discuss the special and complex kind of ‘objectivity’ that the social sciences had to cultivate.
  
  - ‘Empathetic understanding’ required the sociologist to faithfully record the subjective meanings without allowing his/her own personal beliefs and opinions to influence this process in any way.

- **Bureaucracy**
  
  - Bureaucracy was a mode of organisation which was premised on the separation of the public from the domestic world.
  
  - It is characterised by the following features:

    (i) Functioning of Officials
    (ii) Hierarchical Ordering of Positions
    (iii) Reliance on Written Document
    (iv) Office Management; and
    (v) Conduct in Office

2 MARKS QUESTIONS

1. Give the meaning of the word enlightenment?

2. What are the different stages society has progressed according to Karl Marx?
3. What do you understand by the term bureaucracy?
4. How is traditional authority different from charismatic authority?
5. What is social facts?
6. Name the three revolution that paved way the emergence of sociology.

4 MARKS QUESTIONS

1. Write a short note on French Revolution.
2. Describe the consequences of industrialisation in social life.
3. Explain the process of alienation.
4. Discuss Karl Marx’s view point on class struggle.
5. Explain Durkheim’s vision of sociology.
6. What are the characteristic of society based on mechanical solidarity?
7. ‘Organic solidarity characterises modern society.’ Discuss.
8. Explain Karl Marx’s view on capitalism.

6 MARKS QUESTIONS

1. Briefly explain the intellectual contribution of Karl Marx in sociology.
2. Explain the characteristic features of bureaucracy.
3. Discuss Max Weber’s contribution on sociology.
4. Highlight Durkheim’s contribution in the field of sociology.
CHAPTER 5

INDIAN SOCIOLOGISTS

POINTS TO REMEMBER

I. G.S.GHURYE on caste and race

(i) Caste and race

- Herbert Risley thought humans can be divided into separate races on the basis of physical characteristics (length of nose, size of skull etc.)
- He believed India was a ‘Lab’ for studying evolution of racial types because inter-caste marriage is prohibited.
- He argued caste originated in race because different caste groups seemed to belong to distinct racial types.
- He suggested that lower castes were original inhabitants and subjugated by Aryans.
- Ghurye believed Risley’s theory was true only for north India. In other parts of India, inter-group differences were not very large.
- Thus ‘racial purity’ was preserved only in north India and in rest of the country, endogamy was introduced into already racially varied groups.

(ii) Features of caste

- Based on segmental division: Society divided into number of mutually exclusive segments decided by birth.
Based on hierarchical division: Each caste strictly unequal to every other castes. No castes are ever equal.

- Involves restrictions on social interaction (especially food-sharing)
- Involves differential rights and duties.
- Restricts the choice of occupation: It is also decided by birth and is hereditary.
- Involves strict restrictions on marriage: Only endogamy is allowed.

II. D.P. MUKHERJEE on tradition and change

(i) Tradition

- According to D.P. Mukherjee, India was based on the centrality of society. Therefore he studies the social traditions of India.
- His study was not oriented only towards the past but included sensitivity to change.
- Living Tradition: Tradition not only maintaining its links with the past but also adapting to the present and thus evolving over time.
- Argued: Indian society was not individualistic, it is oriented towards group, sect or caste-action.
- Root meaning of word Tradition is to transmit. Traditions are rooted in past and kept alive through repeated recalling and retelling of stories and myths.

(ii) Change

- Three principles of change - Shruti, Smriti and Anubhav. Anubhav (personal experience) is a revolutionary principle.
- However, in India, personal experience turns into collective experience.
- For, D.P. Mukherjee, the discursive reason (buddhi-vichar) is not dominant force of change but prem (love) and anubhava are superior agents of change.
- Collective experience leads to conflict and rebellion.
Resilience of tradition ensures that the pressure of conflict produces change in the tradition without breaking it.

III. A. R. DESAI on state

(i) Features of welfare state:

• Welfare state is a positive state.
  ◆ It does not seek to do only the minimum necessary to maintain law and order.
  ◆ It is interventionist state and uses its powers to implement policies of social welfare.

• It is democratic state.
  ◆ Democracy is essential for welfare state.
  ◆ Formal democratic institutions especially multi-party elections are a defining feature.

• It involves a mixed economy.
  ◆ Mixed economy is an economy in which both private and public enterprises exist.
  ◆ Welfare state does not eliminate capitalist market and nor prevents public investments.

(ii) Criteria to measure the performance of welfare state

• It ensures freedom from poverty, social discrimination and security for all its citizen.

• It removes inequalities of income through redistribution of wealth and preventing the concentration of wealth.

• It transforms economy in such a way that capital profit motive is made subservient to the needs of the community.

• It ensures stable development free from the cycle of economic booms and depressions.

• It provides employment for all.
(iii) Claims of ‘welfare state’ are exaggerated

- Most modern capitalist states, even in most developed countries, fail to provide minimum levels of economic and social security to all their citizens.
- They are unable to reduce economic inequality and often seem to encourage it.
- They have been unsuccessful at enabling stable development free from market fluctuations.
- There is a presence of excess economic capacity yet high levels of unemployment.

IV. M.N. SRINIVAS on village

(i) M.N. Srinivas's writings

- His writings on the village were of two broad types.
- First, there was ethnographic accounts of fieldwork done in villages.
- A second kind of writing included historical and conceptual discussions about Indian villages.

(ii) Louis Dumont view of villages

- He thought that social institution like caste were more important than villages, which was after all only a collection of people living in a particular place.
- He described Indian villages are unchanging, self-sufficient and ‘little republics’.

(iii) Srinivas's views against Louis Dumont

- Believed that village was a relevant social entity. History shows that villages have served as a unifying identity.
- He criticised Dumont's view of villages as unchanging, self-sufficient little republics. He showed that the village had, in fact, experienced considerable change.
- Villages were never self-sufficient and had been involved in various kinds of economic, social and political relationships at regional level.
(iv) Significance of villages

- The village as a site of research offered many advantages to Indian sociology.
- It provided an opportunity to illustrate the importance of ethnographic research methods.
- It offered eye-witness accounts of the rapid social change that was taking place in the Indian countryside as newly independent nation began a programme of planned development.
- Because of these vivid descriptions, policy makers were able to form impressions of what was going on in the heartland of India.
- Village studies thus provided a new role for a discipline like sociology in the context of an independent nation.

2 MARKS QUESTIONS

1. Name any two pioneers of social anthropology in India.

2. Why is Ghurye considered as the founder of institutionalised sociology in India?

3. What do you understand by caste endogamy?

4. What do you understand by the term ‘living tradition’?

5. According to DP. Mukherjee, list the principles of change.

6. What is meant by welfare state?

7. What were Louis Dumont’s views regarding Indian villages?

8. What do you understand by the term ‘tradition’?

4 MARKS QUESTIONS

1. What were G.S. Ghurye’s views regarding the tribes of India?

2. Describe the position of Herbert Risley and G.S. Ghurye on the relationship between caste and race in India.
3. Why did D.P. Mukherjee insist that Indian sociologists should focus on the social traditions of India?

4. Explain the principles of change according to D.P. Mukherjee.

5. List the unique features of welfare state according to A.R. Desai.

6. Is the concept of welfare state a myth or reality? Justify your answer -with suitable examples.

7. What is the significance of village studies in the history of Indian sociology?

6 MARKS QUESTIONS

1. Explain the features of caste.

2. Highlight the contribution of D.P. Mukherjee on tradition and change.

3. What is the criteria for measuring the performance of welfare state according to A.R. Desai?

4. What role did M.N. Srinivas play in promoting village studies?

5. Analyse the arguments given for and against the village as a subject of sociological research.
1. What is the social stratification?
2. What do you mean by ‘Ethnicity’?
3. What do you mean by ‘Endogamy’?
4. Define capitalism.
5. What is sub-culture?
6. Why is the study of sociology necessary?
7. Write the reasons of social change.
8. When and where did the teaching of sociology begin in India?
9. What do you mean by ‘social status’?
10. Explain ‘social ecology’.
11. Write examples of man made environment destruction.
12. Which two classes are given by Karl Marx?
13. Differentiate between ascribed and achieved status.
14. How does technology affect the environment?
15. What are the different forms of natural disasters related to pollution?
16. Distinguish between Mechanical and Organic Solidarity.
17. Discuss the changing forms of the family.
18. Explain briefly the different agencies of socialisation.
19. Write the characteristics found in all the religions.
20. Discuss the implications of ‘Genetically Modified Farming’.

21. Family is the effective agent of Socialisation Discuss.

22. Discuss with examples, “co-operation” with reference to modern society.

23. Discuss the different forms of marriage.

24. Write about the life and achievements of M.N. Srinivas.

25. Read the passage below and answer the question that follow:

When men migrate to urban areas, women have to plough and manage the agricultural fields. Many a time they become the sole providers of their families. Such households are known as female headed households. Widowhood too might create such familial arrangement. Or it may happen when men get remarried and stop sending remittance to their wives, children and other dependents. In such a situation, women have to ensure the maintenance of the family. Among the Kolams, a tribal community in south-eastern Maharashtra and northern Andhra Pradesh, a female headed household is an accepted norm.

1. What is understood by ‘feminisation of agriculture’?  

2. State any two causes of ‘feminisation’. Name the states where this norm is practised.  

2 + 2=4
1. What are the different social processes of the society?
2. Give the definition of culture.
3. What do you mean by female headed households?
4. What are the different sources of elements in the process of production?
5. What do you mean by socialisation?
6. What is complex society?
7. Explain Evolution?
8. When and where did the teaching of sociology begin in India?
9. What do you mean by ‘Role conflict’?
10. What do you mean by “ecology”?
11. Give examples of natural and man made environment depletion.
12. Explain capitalism.
14. What do you mean by welfare state?
15. “Environmental problems are also social problems.” How? Explain.
16. According to Karl Marx, why does conflict exist between different classes?
17. Discuss the important functions of the family.
18. Give your views regarding the problems of urban areas.
19. Explain ‘stateless society’?
20. Discuss in detail the various problems of environment.

21. What do you mean by global warming? Discuss the effects of global warming.

22. Explain in detail the different agents of socialization.

23. Competition, co-operation and conflict are related to each other. Explain giving examples.

24. According to Durkheim, explain “Division of labour”.

25. Read the following passage carefully and answer the questions that follow:

Developing countries are today arenas for conflict between the old and the new. The old order is no longer able to meet the new forces, nor the new wants and aspirations of the people. The conflict produces much unseemly argument, discord, confusion, and on occasion, even bloodshed.

But a moment’s reflection should convince him that the old order was not conflict-free and that it perpetrated in human cruelties on vast sections of the population.

Source: Srinivas, M.N., 1972 Social

1. What do you understand by ‘new and old order’? Why is it a source of conflict in developing countries? 2 + 2 = 4

2. Why is conflict essential for any society? 2
1. List two differences between human and animal society.
2. What is material culture?
3. Distinguish between ploygyny and polyandry.
4. Give the meaning of ‘social structure’.
5. What is cultural lag?
6. What is ‘society’?
7. Define social change?
8. When and where did the teaching of Sociology begin in India?
9. What is meant by ‘Role’?
10. What are the causes of water pollution?
11. Describe in your own words what do you understand by the term ‘ecology’.
12. Name the two classes as stated by Karl Marx?
13. What do you mean by ‘Ideal types’?
14. What is the theory of alienation?
15. What is the need to conserve the environment?
16. What are the characteristics of Bureaucracy?
17. What are the main functions of a family?
18. What are the features of social order in urban areas?
19. How does sociology study religion?
20. Describe the two way process by which social environments emerge.

21. What do you think is the most effective agent of socialisation for your generation? How do you think it was different before?

22. Discuss the different tasks that demand cooperation with reference to agriculture or industrial operation.

23. What changes are coming in the forms of family? Explain.

24. Explain the types of authority given by Max Weber.

25. Read the passage carefully and answer the questions that follow:

We boys used the streets for so many different things as a place to stand around watching, to run around and play, try out the maneuverability of our bikes. Not so for girls. As we noticed all the time, for girls the street was simply a means to get straight home from school. And even for this limited use of the street, they always went in clusters, perhaps because behind their purposeful demeanor they carried the worst fears of being assaulted. (Kumar 1986).

(a) What does the passage convey about the society where the above observation has been made? (2)

(b) What normative dimension of culture does it express? (2)

(c) Is the socialisation process gendered? Justify with reference to the above passage.
### PRACTICAL EXAMINATION - 20 MARKS

<table>
<thead>
<tr>
<th><strong>A. Project</strong> (undertaken during the academic year at school level)</th>
<th>10 Marks</th>
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<tbody>
<tr>
<td>1. Statement of the purpose</td>
<td>3 Marks</td>
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<tr>
<td>2. Methodology/Technique</td>
<td>3 Marks</td>
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<tr>
<td>3. Conclusion</td>
<td>4 Marks</td>
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<tr>
<td><strong>B. Viva - based on the project work</strong></td>
<td>2 Marks</td>
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<tr>
<td><strong>C. Research design</strong></td>
<td>8 Marks</td>
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<td>6. Overall format</td>
<td>1 Marks</td>
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<tr>
<td>7. Research Question/Hypothesis</td>
<td>1 Marks</td>
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<td>8. Choice of technique</td>
<td>2 Marks</td>
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<td>9. Detailed procedure of implementation of technique</td>
<td>2 Marks</td>
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<tr>
<td>10. Limitation of the above technique</td>
<td>2 Marks</td>
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